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ABSTRACT

In fall 1988, 45% of the curriculum faculty teaching in the North Carolina Community College System (NCCCS) were employed full-time, and 55% were employed part-time. By 1992, there had been a 14.8% increase in the number of curriculum faculty, but no change in the proportions of full- and part-time curriculum faculty. At 45%, the proportion of full-time curriculum faculty in North Carolina exceeds that of the nation, which has a full-time proportion of 40%. These figures do not consider the teaching loads of full- and part-time faculty, an important indicator of instruction on campus. A college may have a majority of part-time instructors and still have substantially more than a majority of instruction delivered by full-time faculty. In fall 1991, 79% of the NCCCS part-time faculty taught nine credit hours or less, while 89% of full-time faculty taught 10 credit hours or more. Both the state and national figures also cloak the broad variation found within a large community college system. In 1992, the proportion of full-time faculty in the individual colleges in the NCCCS ranged from 23% to 85%. Between 1988 and 1992, 28 of the 58 community colleges in the NCCCS had an increase in the proportions of full-time faculty, with half of the increases being 5 percentage points or less and half being 6 percentage points or more. (KP)

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Examining the Employment Mix of Full and Part-Time Curriculum Faculty. Research Brief

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RESEARCH BRIEF

August 1993 No. 1993-01

A Publication of the Planning and Research Section, N.C. Dept. of Community Colleges

EXAMINING THE EMPLOYMENT MIX OF FULL AND PART-TIME CURRICULUM FACULTY

The quality of a college faculty is fundamental to its effectiveness. The Southern Association of Colleges and Schools (SACS) devotes a sizeable section of the Criteria for Accreditation to matters of faculty. One issue concerns the extent to which community colleges are "controlling the employment of part-time faculty." SACS criteria require that:

> the number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, as well as appropriate to participate in curriculum development, policy making, and institutional planning and governance. The employment of part-time faculty members, however, can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members **must** be properly controlled. Part-time faculty members teaching courses for credit **must** meet the same requirements for professional, experiential and scholarly preparation as their full-time counterparts teaching in the same disciplines (Section 4.4.3).

Data available to the Planning and Research Section of the North Carolina Department of Community Colleges (DCC) allow analysis of the numbers of faculty who are employed full-time and part-time. This research brief will detail those data as a percentage, or proportion, of total curriculum faculty employment. The source of data is the faculty/staff survey conducted each October by the Information Services Section of DCC.

In the fall of 1988, 45% of curriculum faculty in the N.C. Community College System were employed full-time and 55% part-time. Four years later, while there has been a 14.8% increase in the number of curriculum faculty, there has been no change in the proportions of full and part-time curriculum faculty.

The proportion of full-time curriculum faculty in North Carolina, at 45%, exceeds that of the nation, which has a full-time proportion of 40%, according to information from the American Association of Community Colleges. National proportions have also remained stable, at least since 1986. This represents a historic decline from a 44% proportion of full-time faculty in 1976 (Amercian Council on Education, Community College Fact Book, Macmillan Publishing Co., New York, 1988, p. 38).

Note that this report does not consider teaching loads of full and part-time faculty, which are an important indicator of the nature of instruction on campus. A college may have a majority of part-time instructors and still have substantially more than a majority of instruction delivered by full-time instructors, depending on teaching loads. From the Profiles of Faculty Employed by North Carolina Community Colleges, an analysis of a special survey conducted by the Planning & Research Section of DCC, it is known that in fall of 1991, 79% of part-time faculty taught nine credit hours or less and 89% of full-time faculty taught ten credit hours or more. Full-time faculty are teaching the larger loads in the system.

Table 1 displays summary statistics relating to proportions of full and part-time curriculum faculty for the 58 public community colleges in North Carolina. Overall, the table reflects a system of colleges that have maintained a stable mix in the proportion of full and part-time curriculum faculty from 1988 to 1992, while growth in employment of curriculum faculty has averaged almost 15%. In the fall of 1988, the mean proportion for full-time curriculum employment among the 58 colleges was 48.4%, virtually unchanged as of fall 1992 with 48.1%.

Table 1: Summary Statistics for N.C. Community Colleges of Curriculum Faculty Totals and Full and Part-Time Proportions, Fall 1988 and Fall 1992

	Fall '88			Fall '92		
	# Curr. Faculty	% Full-Time	% Part-Time	# Curr. Faculty	% Full-Time	% Part-Time
Total Faculty	7348			8443		
Mean	126.7	48.4	51.6	145.6	48.1	52.0
Median	99	48.5	51.5	116	46.5	53.5
Minimum	10	21	20	15	23	15
Maximum	792	80	79	780	85	77

But the state and national figures cloak the broad variation found within a community college system comprising 58 institutions. Notable in Table 1 is the wide range in proportions of full-time faculty among the institutions, from 21% to 80% i 1988 and 23% to 85% in 1992. Additionally, many colleges experienced large shifts, both positive and negative, in their proportion of full-time faculty from 1988 to 1992 as displayed in Figure 1.

Figure 1

Distribution of Full-Time Curriculum Faculty Proportions, Fall 1988 & 1992

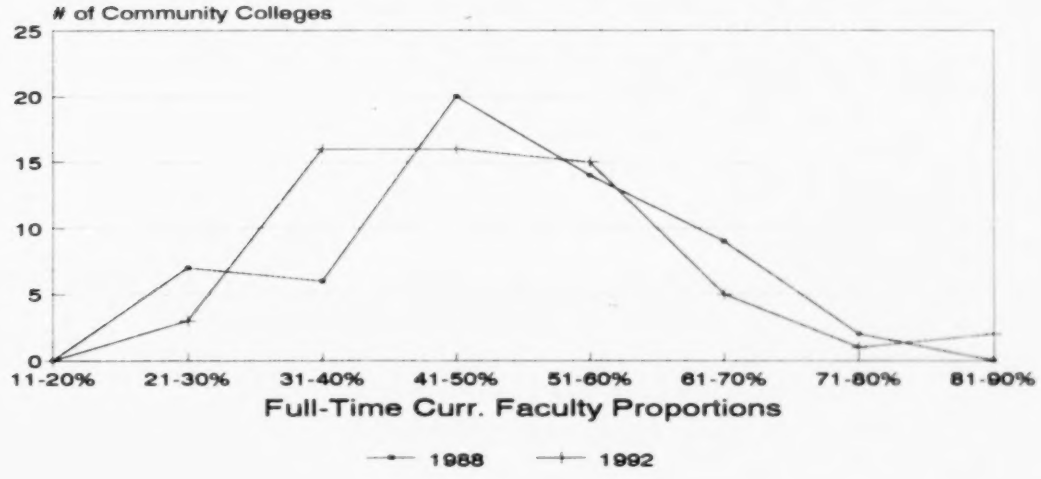

Table 2 shows the proportions of full and part-time curriculum faculty for the 58 community colleges in fall 1988 and fall 1992. The colleges are classified into five groups based on their 1991-92 full-time equivalent (FTE) student enrollment. This classification was selected for its use in the document, 1993 Critical Success Factors For the North Carolina Community College System, when reporting institutional information. Also, colleges of similar size are likely to have comparable resources. However, correlations between size of college enrollment and faculty proportions do not exist (Pearson r = -0.079 for 1991-92 FTE & 1992 full-time faculty proportions. This is not statistically significant at the .05 level of confidence, two-tail test).

The last column of Table 2 shows the percentage point increase or decrease in the proportion of full-time curriculum faculty from fall 1988 to fall 1992. Twenty-eight colleges had an increase in the proportions of full-time faculty, with half (14) of the increases being five percentage points or less and half (14) being six percentage points or more. Twenty-nine colleges had a decrease in proportions of full-time faculty, with eight of the decreases being five percentage point or less, and twenty-one being six percentage points or more. One college had no change in its proportion of full-time faculty.

The dispersion of values defy simple correlations between faculty proportions and other variables such as size of college enrollment, geographic location, and urban/rural designations. This suggests the value of each college circumspectly examining the changing status of its employment mix against multiple benchmarks including the institution's mission, values and financial decisions in determining if the college is abiding by SACS criteria in "controlling the employment of part-time faculty."

Table 2: Proportions of Full and Part-Time Curriculum Faculty, By College, Fall 1988 & 1992

COMMUNITY COLLEGE	1991-92 FTE	FALL 1988 CURR. FACULTY			FALL 1992 CURR. FACULTY			CHANGE %FT
		#	%FT	%PT	#	%FT	%PT	
<1000 FTE								
PAMLICO CC	188	10	70	30	15	67	33	-3
TRI-COUNTY CC	701	48	38	62	54	41	59	3
MONTGOMERY CC	709	51	51	49	56	46	54	-5
ANSON CC	711	69	32	68	51	47	53	15
BLADEN CC	762	34	50	50	38	58	42	8
MARTIN CC	923	49	53	47	47	47	53	-6
MCDOWELL TCC	923	30	70	30	44	61	39	-9
ROANOKE-CHOWAN CC	962	40	52	48	56	38	62	-14
1000-1999 FTE								
JAMES SPRUNT CC	1114	69	45	55	77	57	43	12
BRUNSWICK CC	1114	63	30	70	77	23	77	-7
MAYLAND CC	1256	49	55	45	87	31	69	-24
PIEDMONT CC	1289	52	67	33	58	76	24	9
SAMPSON CC	1367	55	60	40	61	64	36	4
CARTERET CC	1369	86	44	56	105	36	64	-8
HALIFAX CC	1416	66	61	39	108	48	52	-13
NASH CC	1469	127	25	75	96	46	54	21
SOUTHWESTERN CC	1485	99	48	52	105	37	63	-11
SOUTHEASTERN CC	1527	85	56	44	97	49	51	-7
CLEVELAND CC	1544	79	53	47	91	47	53	-6
WILSON COUNTY TC	1550	87	41	59	71	55	45	14
MITCHELL CC	1566	79	52	48	80	56	44	4
COLLEGE OF THE ALBEMARLE	1573	92	46	54	142	37	63	-9
BEAUFORT COUNTY CC	1616	94	44	56	91	46	54	2
BLUE RIDGE CC	1654	91	44	56	114	39	61	-5
STANLY CC	1698	113	29	71	95	44	56	15

Table 2 (Continued)

COMMUNITY COLLEGE	1991-92 FTE	FALL 1988 CURR.FACULTY #	%FT	%PT	FALL 1992 CURR. FACULTY #	%FT	%PT	CHANGE %FT
HAYWOOD CC	1708	165	36	64	155	40	60	4
RANDOLPH CC	1752	82	51	49	120	38	62	-13
RICHMOND CC	1754	80	39	61	90	32	68	-7
ROCKINGHAM CC	1790	89	62	38	96	54	46	-8
ISOTHERMAL CC	1905	89	54	46	94	56	44	2
EDGECOMBE CC	1952	92	41	59	97	62	38	21
2000-2999 FTE								
CRAVEN CC	2091	224	21	79	159	37	63	16
ROBESON CC	2112	83	49	51	118	38	62	-11
CALDWELL CC/TI	2316	187	29	71	213	30	70	1
WESTERN PIEDMONT CC	2330	132	42	58	155	39	61	-3
DAVIDSON COUNTY CC	2462	131	46	54	128	54	46	8
VANCE-GRANVILLE CC	2492	126	38	62	133	56	44	18
WILKES CC	2545	106	55	45	109	55	45	0
SURRY CC	2560	99	61	39	126	58	42	-3
LENIOR CC	2605	193	37	63	177	43	57	6
WAYNE CC	2668	120	68	32	137	61	39	-7
CAPE FEAR CC	2880	114	53	47	152	44	56	-9
ROWAN-CABARRUS CC	2901	179	25	75	215	30	70	5
SANDHILLS CC	2913	104	80	20	123	83	17	3
CATAWBA VALLEY CC	2985	130	48	52	207	43	57	-5
3000-4999 FTE								
JOHNSTON CC	3040	107	76	24	123	85	15	9
PITT CC	3098	187	43	57	209	52	48	9
GASTON COLLEGE	3259	189	45	55	209	49	51	4
ASHEVILLE-BUNCOMBE TCC	3365	184	43	57	225	41	59	-2
COASTAL CAROLINA CC	3430	162	64	36	186	53	47	-11
DURHAM TCC	3440	198	41	59	241	40	60	-1
ALAMANCE CC	3445	116	59	41	206	38	62	-21
CENTRAL CAROLINA CC	3454	117	58	42	176	59	41	1
FORSYTH TCC	4270	214	47	53	253	51	49	4
>4999 FTE								
WAKE TCC	5639	294	42	58	398	45	55	3
GUILFORD TCC	5906	303	46	54	399	40	60	-6
FAYETTEVILLE TCC	8661	263	64	36	318	54	46	-10
CENTRAL PIEDMONT CC	10299	792	29	71	780	31	69	2

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